



## **THE NEXT GENERATION OF TEACHERS**

Meeting with programs for new teachers to discuss evaluation report findings and the formulation of new government policy

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In recent years, a concerted effort has been made to train a large group of new high school mathematics and science teachers. The need is twofold: the new teachers must step into the shoes of many veteran teachers on the verge of retirement, and also help open many new classrooms as part of the national program. The meaning of expanding the circle of excellence is that larger classrooms contain students with a wider range of knowledge and abilities. Therefore, the foundation estimates that these teachers must adopt a nurturing approach and acquire clinical teaching the skills.

New teachers in the five-unit classrooms come from two primary backgrounds:

Veteran, experienced school teachers who have to date taught lower levels of high school or middle school. Some lack the appropriate academic criteria required by the Ministry of Education, and are therefore asked to complete a two-year program at university ("expanding certification"). Two programs offer pedagogical supervision for two years after they start teaching five-unit classes.

New teachers with the appropriate academic degrees who have been selected through a competitive process and trained in a special five-unit program ("career retraining"). These teachers usually undergo an apprenticeship period at lower levels of instruction whose length varies from one school to the next. The academic training institution offers pedagogical supervision for two years after the new teachers start teaching five-unit classes.

Concurrently, the Ministry of Education has begun formulating a new policy, starting with defining the criteria for teaching five-unit programs, teacher's license eligibility, and seniority recognition. At present, taskforces are working together to formulate a more holistic approach (at this stage, primarily for people changing careers to teaching) that relates to the continuum from recruitment, through training, supervision, and placement, to assimilation into teaching five-unit classes.

### **QUESTIONS FOR DISCUSSION**

1. Have teacher ranks been filled or are new teachers still needed? If so, in which disciplines? Where? And for full- or part-time positions?
2. Are the training and supervision the new teachers are receiving preparing them adequately for clinical teaching in heterogeneous classrooms and helping more students succeed in five-unit programs?
3. Are the new five-unit teachers assimilating well into teaching and the teacher community? What is missing that could help them integrate, help the quality of their teaching, and help them persevere in the field?
4. What are the differences between the two above-mentioned groups? How are they viewed by school principals and the education system? Are they managing to coexist?

As **background** to the discussion, we recommend reading the following:

- A. Evaluation Report (summary) "[Cluster Evaluation of the 'Teaching Plus' Programs](#)", the Henrietta Szold Institute

**PARTICIPANTS**

ITZIK **COHEN**, Former deputy director of the Ministry of Education, Education Consultation

Nerit **KATZ**, Mathematics Chief Supervisor, Ministry of Education

MICHAL **MADMON**, Mathematics teacher and instructor, currently "expanding certification"

EDITH **MANNY-IKAN**, Senior researcher, Henrietta Szold Institute

AVI **NATAN**, Mathematics teacher, former founding CEO of Microsoft Israel R&D center

SALEIT **RON**, Head of Mathematics and Science Track, Teach First Israel

TILI **WAGNER**, Head of 'Above and Beyond' Program for career-changers to mathematics and physics teaching, Beit Berl College

IRIS **WOLF**, Deputy Director of pedagogy, "Kadima Mada"